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ABSTRACT

A project was conducted to develop mechanisms for stimulating demand for continuing professional development (CPD) among young professionals in North West England. A mixed sample of 154 young professionals were surveyed; they engaged in a range of development activities, including 20 regional seminars that were attended by 65 of those who completed questionnaires. During the project, participants both reported on the circumstances dictating their level of CPD and undertook activities to increase the extent of their CPD. Related programs on career development planning, preparation for CPD, CPD accreditation frameworks, networking, and partnerships were introduced into the curriculum at Lancaster University (England). Among the project's outcomes were materials on motivations for engaging in CPD and ways of encouraging or inhibiting them. The materials were developed by the young professionals and presented at a national conference held in Ambleside, England. A career development model was proposed that combines elements of individual responsibility with strategic planning. Actions that the following stakeholders in CPD should take to stimulate demand for CPD were identified: individual young professionals, employers, professional bodies, higher education, and government. (Appended are the following: lists of project steering committee members/staff and stakeholders involved in the project; reports on two surveys; and glossary.) (MN)

ED 389 894

A development project funded

by the Employment Department

and conducted by the

Department of Continuing

Education, Lancaster University

April *1995*

Achieving Growth

Stimulating the demand for Continuing Professional Development Among young professionals in North West England

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I Steering Committee membership and project staff

II Young Professionals' Planning Group with contact names and addresses

III Employers and Professional bodies (who actively co-operated in launching the project - not of the young professionals who participated)

IV The Surveys

V Glossary

Achieving Growth is the final report of a development project entitled 'Stimulating the demand for CPD among young professionals in NW England' and conducted by the Department of Continuing Education at Lancaster University. It has been written by the Project Manager, **John Geale**, with the Project Officer, Heather Cockett, with the Project Steering Committee and - most importantly - with the participating young professionals.

This work was produced under contract with the Department of Employment. The views expressed are those of the author and do not necessarily reflect those of the government, or of any of its Departments or agencies.

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1. INTRODUCTION

1.1 Project Aim

To develop mechanisms for improving the continuing development of professionals by stimulating demand, through enhancing motivation, increasing flexibility, extending networks and improving support. ***Project Contract***

The project explored, with mixed groups of young professionals in NW England, practical ways in which they could be supported to develop further their skills and experience.

1.2. Background

The genesis of the project was the result of separate initiatives from Lancaster and Manchester Universities to the Employment Department (TEED) who were, and still are, promoting a range of issues related to CPD. Manchester University was emphasising the chronic deficiency in the **demand** for CPD (pointing out that there was a great deal of descriptive work on the **supply** of CPD, but too little on the critical factors limiting demand). Lancaster University had experience of researching good practice in continuing vocational education and, particularly, in work-based learning and the accreditation of CPD. This gave it the confidence to adopt the complicated methodology which was proposed.

CPD is the purposive maintenance, improvement and broadening of your knowledge, skills and personal qualities in order to perform your professional activities successfully throughout your working life. ***Project questionnaire***

This common definition of CPD was used to include áll learning and circumstances leading to growth: on and off the job learning; personal skills developed in non-work activities; through to specific professional activities.

The project acknowledged five stakeholders:

- employers
- professional bodies
- education and training providers
- society (government, TECs, etc.)
- individual professionals

The emphasis was on the individual and the link between CPD and career development. It started by assuming that the following factors were likely to inhibit or encourage individual professionals.

- motivation, purchasing power, perceived rewards
- guidance and self-knowledge
- perceptions of career development against the changing nature of work
- previous experience of education and training and current awareness of CPD
- employment circumstances

By focusing on individuals at work, and on the benefits of CPD to them, it was assumed that it would be possible to come to a broad understanding of factors which inhibit learning and practical ways in which those activities which encourage learning can be strengthened and supported. Two decisions are worth explaining. The reason for focusing on 'young' professionals was to exclude those 'older' professionals who might wish to defend existing practices of key CPD stakeholders (e.g. employers, professional bodies). The second decision was that the above definition of CPD must include all relevant learning, however it was achieved.

Finally, the project determined to use a methodology in which the 'process' would be as important as the 'products'. Participants would be expected, progressively, to take charge of the project in exactly the same way as they would be encouraged to manage their own CPD.

1.3. Objectives

The objectives were closely linked to the methodology, in which the development work would be undertaken with, and by, 'young professionals'. These were defined as under 40 and qualified by their education, membership of a professional body or by their job responsibilities. The following objectives were those described initially i.e. agreed in the contract with the Employment Department but were subject to redefinition in negotiation with the participants - who increasingly accepted 'ownership' of the project:

- to identify factors which encourage, or inhibit, professionals to engage in lifetime continuing professional development (CPD) and to take responsibility for planning and managing their learning and their careers

- to identify, develop and evaluate structured experiences and activities which develop skills necessary for effective lifetime learning

- to relate these specific activities to the work of a university, with recommendations on how the models of CPD which emerge can become embedded at Lancaster University

- to monitor, evaluate and disseminate information leading to more responsive models of CPD, involving appropriate partnerships between all the stakeholders.

1.4. Acknowledgements

The project depended on enthusiastic support from all five stakeholders. The names of those employers and professional bodies who helped launch the project are given in Appendix III. They were represented by a Steering Committee, listed in Appendix I, whose members debated key issues and took on a wide variety of roles (consultants and facilitators to the groups of young professionals).

The Steering Committee and project staff (Heather Cockett and John Geale) wish to pay tribute to the hard work, initiative, commitment and good humour of the young professionals. Those who planned and presented the final conference will be pleased to be contacted and their names and addresses are give in Appendix II. The Committee also gratefully acknowledges the support of Lancaster University whose financial backing is referred to in section 3.2.

2. EXECUTIVE SUMMARY

A mixed sample of 154 young professionals participated in surveys and in a range of development activities. The participants both reported on the circumstances which determined the level of their continuing development and undertook activities to change what they did . As they took more control of their own CPD they progressively accepted ownership of the project linking career and personal development.

In parallel with the young professionals' development activities work was undertaken to introduce similar, or related, activities into the curriculum at Lancaster University. These included programmes on career development planning, preparation for CPD, CPD accreditation frameworks, networking and partnerships.

The project's outcomes (chapter 6) include materials developed by the young professionals, some of which they delivered at a national conference held in Ambleside in April 1995. This group addressed their motivations for engaging in CPD and how these could be encouraged or inhibited. A great deal of work was done on individual strategies and tactics.

Chapter 7, Conclusions, demonstrates the potential for growth and how this can be achieved. In particular it describes the 'Career Development Model' which combines elements of individual responsibility from the 'Professional Model' with strategic planning from the 'Commercial Model'. The final chapter recommends action to be taken by each of the five stakeholders to support this model for stimulating the demand for CPD.

- **Individual Young Professionals / Ownership**

Young professionals must accept primary responsibility for planning, implementing and recording their own career and personal development. This responsibility will, increasingly, include the investment of their own resources. They should not let an unsupportive environment disempower them.

- **Employers / Empowerment**

All employees should be encouraged, and supported, to take initiatives in and responsibility for their continuing development. This will occur when opportunities are identified, through discussion and negotiation, which meet both organisational and individual needs.

- **Professional Bodies / Perceptions of CPD**

Professional bodies, in seeking to evaluate CPD against professional criteria, should not concentrate on formal learning 'processes' to the exclusion of learning 'outcomes'. This requires acceptance that learning occurs in many ways and that

individuals should be encouraged to provide whatever evidence is appropriate to demonstrate that they are competent to the required standards.

- **Higher Education / Preparation for CPD**

More emphasis should be given, at university, to students planning and recording their own learning in ways they will be able to continue throughout their careers. This ought to include awareness of the need for CPD and of different ways of ' achieving growth', such as networking.

- **Government / Guidance**

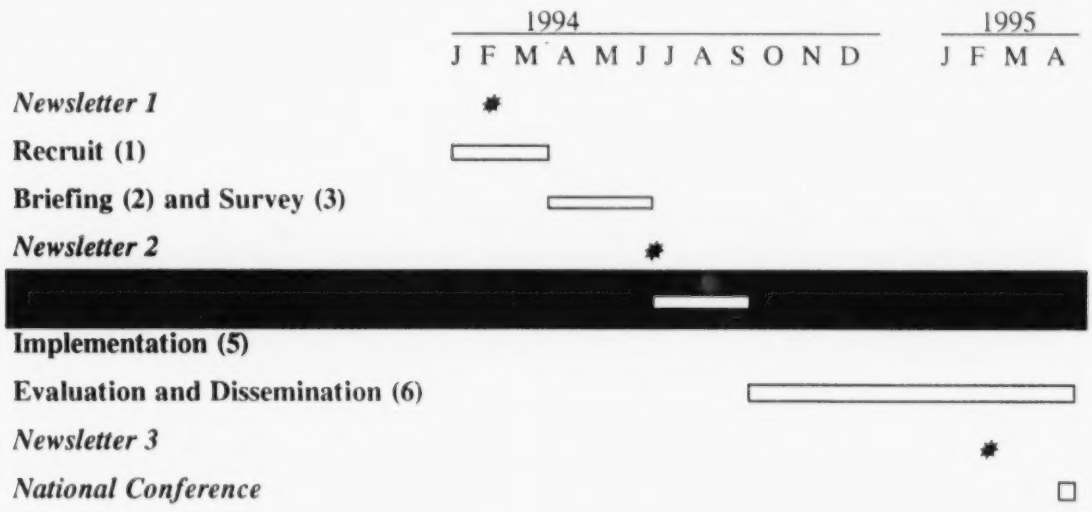
Guidance. More opportunities are required for adults to receive career guidance and support in their continuing development. This may include access to information, counselling or mentors. 'Business Links' might, for instance be used to improve awareness of, and support for, CPD.

3 METHODOLOGY

This was funded as an eighteen month **development** project, starting in October 1993 with the first stage commencing in January 1994. The methodology involved two surveys and both **inductive** and **deductive** elements. Some key issues were induced through the initial briefings and by inclusion in the first survey. Others were deduced from the experiences of the young professionals involved. All stages were run for the benefit of those taking part and formed three distinct phases.

The first phase comprised three stages, including the first survey which helped to shape the central development phase. The final stages of implementation, evaluation and dissemination combined to constitute the third phase, steered by a second survey, and culminating in a national conference. By the time of the conference, responsibility for, and 'ownership' of, the project has passed predominantly to the participating young professionals. The methodology involved risk and required tight management.

3.1. The Plan and What Happened



The above six elements are as described in the project proposal. This plan was adopted by the Steering Committee and was followed closely up to, and including, the 'development' stage (3.1.4 below). By this stage some fifty young professionals were actively involved in the project and the remaining stages reflected their wishes, which were to combine elements of 'implementation' 'evaluation' and 'dissemination' in a series of regional and national events. The Steering Committee readily agreed to this happening, in parallel with the work to begin to 'embed relevant CPD models in the activities of Lancaster University', as agreed in the project proposal and described in 3.1.7 below.

3.1.1. Recruitment Three ways were used to recruit a mixed group of 'young professionals': by general publicity, via membership of professional bodies and through employers. The target of 100 was exceeded as a result of a great deal of activity.

General publicity was gained through the first of three project newsheets issued in February 1994, press notices and direct contact with and through the media.
Professional bodies were, without exception, supportive, but found it hard to think of suitable ways of targeting 'young' members. Some included 'flyers' in their branch literature and others invited the Project Officer, Heather Cockett, to speak at branch meetings. Some invaluable contacts were made in these ways.

The response from employers was more variable, but those who saw the potential benefit were able to set up meetings and select appropriate audiences without delay. The project seemed, to those who were keen, to be well timed and well tuned to 'empowering' individual employees.

However professionals were recruited, the contract was explicit. It was solely between the individual and the project staff who would guarantee the confidentiality of personal information and who were in no way 'agents' for organisations who were assisting in the recruitment and, possibly, identifying themselves with the project by setting up 'briefing' seminars.

3.1.2. Briefing Participation was by attending one of some 20 regional seminars. Anyone expecting to attend was asked to start completing a 16 page questionnaire.

"Completing this questionnaire and attending an initial briefing seminar in no way commits you to any further involvement in the project. Any information which you do decide to give will be confidential and not stored, or used, in any way which will allow others to identify you." ***Project questionnaire***

3.1.3. Survey The questionnaire was part of the briefing. A few introductory questions were expected to be filled in before the seminar, but the majority were completed afterwards. The return of the questionnaire booklet, by post, indicated both those who wished to participate and the level and direction of their involvement. The final questions were about the activities they would like to see developed and the contribution, if any, they might make.

An analysis of the survey results is given in appendix IV and summarised in chapter 4.

3.1.4. Development The 'process' was networking with other young professionals to produce specific 'products'. This process started with the 'development activities' selected by the young professionals in their responses to the survey and at subsequent meetings called to clarify topics and to determine availability (time, place, etc.). Each development group was asked to report its outcomes by the beginning of October 1994.

This was not only the central stage of a complicated methodology, but also the most problematic. The timing of the contract had also resulted in this crucial phase falling during the warm summer evenings! The high participation rate (65 from the 154 who completed questionnaires) is a measure of the success of the project in capturing the enthusiasm of those participating in it.

The development work described in chapter 5 starts with the work of these development groups, but also includes work related to them or which grew directly out of them (e.g. young professionals networks). Some of this work was undertaken in the final phase of the project described as 'implementation, evaluation and dissemination' in the above plan.

3.1.5. Implementation The project anticipated that implementation would involve all the stakeholders and all of the partners, including members of the project's Steering Committee and Lancaster University. In the event, they exceeded expectations. And, as in most aspects of the project, the agents for change were the participating young professionals.

Chapter 5 describes these activities and shows how 'implementation' became part of 'evaluation and dissemination', occupying with them the final six months of this short project.

3.1.6. Evaluation and Dissemination The project kept strictly to the schedule described in the contract. This included briefing seminars, three newsletters and the final national conference (section 5.3).

A significant part of the evaluation was the two surveys which were conducted by the project staff but analysed by an independent consultant, Angela Drake, and summarised in chapter 4. The evaluation was predominantly qualitative, as the sample was not representative and the intention was to measure change within it. In addition to the surveys, the young professionals' evaluations were also expressed through the final stages and are described in chapters 5, 6 and 7. Their experiences, supported by the survey data, are the basis for the recommendations in chapter 8.

3.1.7. Lancaster University The project proposal anticipated that some of the 'models' for CPD would become the basis for developments within the University. This did indeed happen and these initiatives are described in section 5.5.

3.2. Organisation and Resources

The project was under the overall direction of Professor Keith Percy, Head of the Department of Continuing Education at Lancaster University. The location is significant. Universities are neither homogeneous nor highly integrated. There is, for instance, a contrast between departments of continuing education and business schools, with the former's tradition of serving unsupported individual learners and the latter's skill at selling to corporate clients - though it is interesting that both are developing expertise from the other's prime domain.

Continuing Education at Lancaster has a 'development' arm focusing on both independent and on work based learning. The University also provides central support for developing continuing vocational education. The Department provided support well in excess of the contract and the University contributed substantially to the cost of employing a full time Project Officer.

4 THE SURVEYS

Two surveys were used to investigate, evaluate and steer the project, as described in the previous chapter. Their findings are summarised in appendix IV.

Introductory Questionnaire The first survey (3.1.3) researched what CPD was being done, why, how and with whose help. It ended with questions which determined the design of the development groups (3.1.4).

Evaluation Questionnaire The second survey was undertaken some nine months later to evaluate the development work described in the next chapter and to plan further work.

This chapter is a summary of Appendix IV which is itself a précis of an independent consultants report. These reports, and their summaries, provide insights into the CPD of young professionals and an evaluation of the project against its aim to 'stimulate demand for CPD'.

4.1 The CPD of Young Professionals

The 154 participating 'young professionals' were not a representative sample. It tended to contain the more highly motivated individuals from larger organisations and from the 'newer' professionals.

A proportion of the respondents to the second survey were contacted by telephone and these follow-up interviews confirmed that respondents were confused about CPD; particularly about what constituted 'continuing professional development'. Their perception of what CPD was tended to be limited to either the type of learning experienced in higher education or the structured 'events' recognised as meeting the CPD requirements of professional bodies. Despite this confusion, the overwhelming majority believed that CPD was important and that they did not do enough of it. Indeed, they would have been unlikely to participate in the project if they felt otherwise.

Answers to why they did CPD showed job satisfaction and job prospects to be the strongest motivators; confirming the link between CPD and career, and personal, development. The obstacles to doing more CPD were both lack of understanding and lack of resources. Poor understanding started with inadequate preparation (in higher education and/or initial training) and included ignorance about how to find, or create opportunities. Feelings of not being in control, or even encouraged, and of efforts not being recognised. These obstacles were often greater than lack of practical opportunities for CPD, or of resources - though the cost of CPD was frequently listed as a problem. Individuals had often committed time without their employer's support, but had found money a greater problem. Very few of the respondents were aware of a CPD policy at work.

Professional bodies were much more likely to be known to be promoting CPD than employers or HE and were a major influence, both good and bad, in forming perceptions of CPD and providing information on it. However, the combined efforts of all the stakeholders (employers, professional bodies, HE, etc.,) were largely failing to meet all of the young professionals' needs for information, support and learning opportunities. It was clear that any support given by employers was the most likely to be relevant to the individual's circumstances and development plans. This finding helped shape the model for career development described in the Conclusions (section 7.3).

4.2. Stimulating Demand for CPD

Half of the original sample participated in the evaluation survey and these respondents were divided into two subsets: those who had joined one of the 'development groups' and those who had not. Many of the questions from the first survey were repeated and changes in the responses noted. Both subsets showed movement in the same direction.

The young professionals' own estimates of how much CPD they did tended, if anything, to have slightly decreased and the number dissatisfied with the amount they did was marginally reduced. The ' development' subset were more likely, in the second survey, to link CPD with job prospects and twice as likely as before to have a development plan. The evaluation showed that ignorance about CPD had significantly decreased, with the development subset showing most gain in knowledge of what CPD was and how to 'manage' (plan, implement and record) their own development.

Respondents were asked what 'tools' or 'support systems' they were now using, or using more effectively, as a result of the project. Their answers included, in order of increased use:

- portfolio building
- self-assessment
- career development
- networking
- recording CPD
- mentoring

The last item, 'mentoring', is interesting as it was initially rejected by the participants as a useful area for development, but emerged as an issue for them at a later stage.

The project was shown, by the surveys, to have achieved positive change through developing confidence, by the participants, that there were processes and activities which could enable them to take initiative for, and control of, their own development (appendix IV, section 2.8).

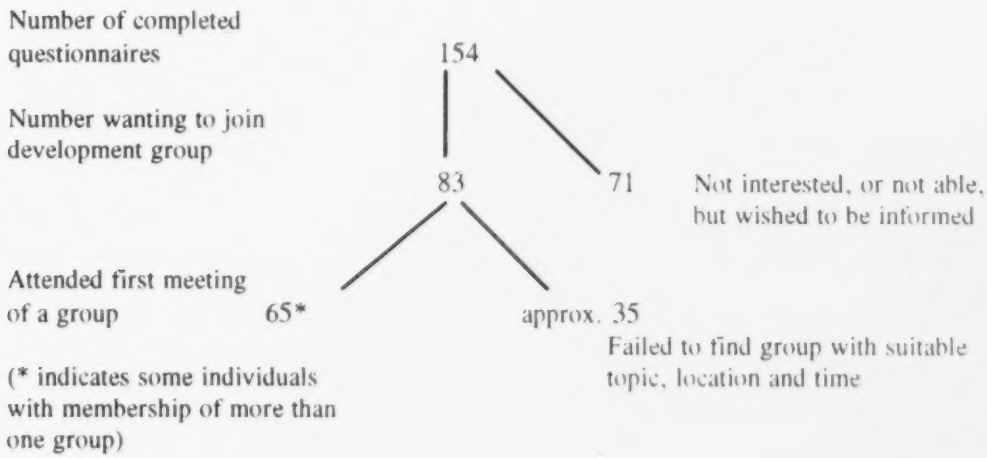
5. DEVELOPMENT WORK

It was anticipated in the project methodology that there would be development activities (section 3.1.4) and that there would be outcomes from these activities which would be shared more widely (section 3.1.5). In parallel with these, there would be related developments within the University (section 3.1.7). This work is brought together and reported, in the following five sections. The first three sections (5.1, 5.2 and 5.3) all involve work by the mixed groups of young professionals from their recruitment into 'development groups' in July 1994 to the final conference 'The Professionals' Story' in April 1995.

Section 5.4 , Preparation for CPD, describes an additional development programme piloted by the project staff in response to issues raised by the young professionals in their own groups. The final section describes a series of developments at Lancaster University, which spanned the whole project

5.1. Development Groups

The project team underestimated the proportion who would want, and be able, to take part in the development activities:


Number of completed questionnaires
154
Number wanting to join development group
83
71
Not interested, or not able, but wished to be informed
Attended first meeting of a group
65*
approx. 35
Failed to find group with suitable topic, location and time
(* indicates some individuals with membership of more than one group)

A possible five groups had been planned and, in the event, eight took place. The aim was that no group should have an average attendance of more than eight people. Five groups were defined by a topic and three by a geographical location.

- Understanding the learning process and developing your own learning strategy
- Career Management
- Recording CPD
- Accreditation of CPD
- Decision making and implementing CPD
- *Preston*
- *Lancaster*
- *Manchester*

Many of the young professionals were unused to the open-ended flexibility of the project and, at least initially, found it difficult. The absence of 'prescription' allowed some to seek to impose their own agendas. This was fine, provided they were realistic.

- **Prescription** Each group was encouraged to undertake practical tasks. These might have a goal, such as a 'portfolio', the form of which could be infinitely varied according to its intended use. Group facilitators and consultants resisted pressure to give prescriptive models, but rather gave structure and direction to the process.

- **Individual guidance** Many of the participants had already, in the questionnaire and briefings, expressed unmet needs for information and career counselling and sought guidance from 'experts'. This was again resisted by the project staff, wishing instead to use the resource of the group.

It was at this stage that the young professionals began to take responsibility for the project - and for their own CPD.

The groups were self-managed and could set their own goals and arrangements for achieving them. Seven of the groups adopted patterns of meetings, each about two hours, every two weeks or so through the period mid-June to early Autumn. One group, on developing software for recording their own CPD, met less frequently and shared information by correspondence. This was an example of a group which was 'product-orientated'. Most were more concerned with the learning 'process' and tended to include elements of portfolio building and career management.

5.2 Young Professional Networks

A number of ad hoc activities were mounted in the remainder of the year following the conclusion of the development groups in September/October. During these two or three months two 'young professional career development networks' were launched with programmes commencing in January 1995. These were based in Manchester and Lancaster University for any young professionals in these areas, whether or not they had participated previously, who wanted to:

- focus on their career and achievements to date
- prepare strategies to enhance current and future opportunities
- join a mutually supportive group for personal development and social activity
- develop leadership and managerial skills and increase self-confidence

A small membership fee (£10) contributed towards the administrative costs of the bi-monthly meetings and day, or weekend, events were subject to a 'direct costs only' charge. These latter have covered, or will cover:

• CVs.	A seminar on how to present oneself to one's current, or future, employer
• Portfolios.	A workshop on why, how and what
• Recording CPD.	A seminar on various methods of recording learning
• Outdoor development.	Weekend courses using outdoor activities to develop confidence, interpersonal and learning skills
• Presentation skills.	A seminar on public speaking and the use of audio visual aids
• Career development.*	A 3-day course on personal auditing and career development planning
• Report and letter writing skills.	A seminar on do's and don'ts
• Negotiating and communication skills.	A workshop for all young professionals.

*Accredited for the CPD Award (See Section 5.3.2)

The first two networks to be launched have between twenty and forty members each. Other networks are planned and all will outlive the project. The only 'network' to complete its work within the duration of the project was the group of young professionals who volunteered, from each of the development groups, to present their story at a national conference.

5.3 National Conference

A CPD conference entitled 'The Professionals' Story' was held in Ambleside on 3 and 4 April 1995. It was planned and delivered by the young professionals and attended by some 75 delegates from professional bodies and training professionals

from industry and from education - as well, of course, as by some 25 young professionals involved in the project. The workshop topics will now be familiar:

- Portfolios - for guidance and competence audit
- Learning styles
- Personal strategies for CPD
- Personal development using the outdoors
- Mentoring
- What are the motivators; why take individual action?
- Role of accreditation
- Portfolios and development plans for future roles
- Recording CPD using Learning Logs
- Networking: the benefit for young professionals.

There were, in addition, sessions offered by the other stakeholders: employers, professional bodies and government. Throughout the conference there were opportunities to use, and take away, the computer software developed in association with 3ε Research Ltd to record your own CPD.

Many of the project's outcomes, and recommendations (chapters 6 and 7) were expressed at this conference. It was the project in miniature. It was 'process' and 'product'; with individual young professionals, separately and in groups, taking responsibility.

5.4. Preparation for CPD

During the development activities many of the young professionals became increasingly critical of their initial education and training. They felt they had not learnt how to learn in the ways now expected of them. A pilot programme was run with a group of pre-registration pharmacists to:

- assess their preparedness to manage their own CPD
- evaluate the extent to which this could be enhanced by a short programme.

Pharmacy is a graduate entry profession and the trainees were, therefore, all graduates and undertaking a year's pre-registration training in a range of work settings: retail, hospital and industry. They were all accustomed to responding to pressure to meet requirements made on them. They were unused to taking initiative in thinking about their own professional needs. The pilot was agreed with the Centre for Pharmacy Postgraduate Education (CPPE) and consisted of two one-day workshops separated by six weeks work experience, during which the trainees were encouraged to start work on their own 'portfolio'. After three or four years of academic study with a predetermined curriculum, they needed other learning models which were more dynamic and involved greater choice. They also needed some appreciation of setting their own learning goals and adopting their own learning strategies. They had concentrated on examinations to a point where their absence presented a threat.

The programme focused on increasing **awareness** and **self-confidence**. This involved 'why', 'what' and 'how': the reasons for CPD, the wide range of skills and personal qualities involved and resources for acquiring these. The most dramatic change achieved was in self-confidence. A full report of this work is available and can be obtained from Lancaster University, or from the Centre for Pharmacy Postgraduate Education's National Director at the North Western Regional Health Authority, Gateway House, Piccadilly South, Manchester M60 7LP.

5.5 Lancaster University

The older (pre-1960) universities have a long tradition of working with the 'mature' professions (e.g. medicine, law, teaching) and many of them also have extensive 'updating' programmes for the 'old' public sector (e.g. hospital administration, local government, social services) and for corporate clients who can afford full-cost management education. Lancaster University, though more newly established, has tended to carry on this tradition and could be said, like most universities, to have failed to adapt their updating provision at the same pace as the requirements for CPD have changed. Why is this? Post experience programmes tend to be oriented to qualifications which may, or may not, reflect each individual's learning needs; but the most potent reason is funding. University policy tends to be driven by funding and this is based on students registered for university qualifications (mainly degrees) and on research. Lancaster University is, however, also typical in being sensitive to national needs, to government initiatives and responsive to any opportunity to demonstrate its 'mission' to meet the needs of all learners and of the economy - particularly in its own region. It has not, therefore, been difficult to find enthusiastic collaborators and the first steps have been taken towards 'embedding' some of the principles of this project in the practices of the University. These are described in the following five sections.

5.5.1. Programmes Three Departments of the University have introduced, or piloted, specific programmes to support individuals in managing their own CPD: The Centre for Training and Development (CETAD) at Ambleside, Continuing Education and the Professional Development Unit in Engineering. Two are additions to existing programmes and one a new initiative.

CETAD piloted a Summer University module and are fully committed to competence-based learning, NVQs and to individual learning contracts based on portfolios and personal development plans. Lancaster University offers a range of academic modules, mostly credit-bearing, to students from any institution of higher education during the summer vacation. This 'Summer University' is being pioneered by the Department of Continuing Education and was entering its second year at the time of the project. The rationale behind using this as a vehicle for 'stimulating the demand for CPD' was twofold: it would extend the programme so that it was better positioned to meet the learning needs of people in full-time employment and, secondly, it would pilot a structured programme on career development planning with a view to introducing into the University a range of activities on career development management.

Continuing Education has set up a Career Development Management Unit to establish the young professional networks, and deliver the programmes, described in Section 5.1. The Department's commitment to supporting individuals in lifelong learning has been extended to include work-based learning.

Work-based learning is also being embraced by the Professional Development Unit in Engineering, which has introduced a module on CPD that can be taken as a free-standing preparation for managing one's own career, or as an accredited module in the Masters programme on project management.

There are other Departments equally, or more, advanced in supporting professionals in their own learning and it is hoped to extend this work.

5.5.2 Accreditation The three Departments mentioned above have also been instrumental in persuading the University to use, as and when appropriate, two new awards, the CPD Award and the CGLI Senior Awards, and to extend University academic 'credit' to shorter programmes promoting credit accumulation and transfer. These moves help to give recognition to different types of learning, work-based and experiential learning and to promote CPD - where accreditation is known to be a great motivator, but has too often been unavailable.

The Department of Continuing Education presented the first candidates to receive credits towards the CPD Award and the Professional Development Unit in Engineering is taking the lead in introducing the CGLI Senior Awards.

5.5.3 Preparation for CPD The pilot programme described in Section 5.2 will be used as evidence, though not necessarily as a model, for other professions than pharmacy, which is not represented at Lancaster. An obvious example is engineering and an obvious vehicle is the NW Consortium for Work-Based Learning of which the University is a member, through the Department of Continuing Education. The Consortium is seeking to further integrate 'work-based' and 'academic' learning and is building on foundations laid in seven NW universities through 'Enterprise in Higher Education'. Preparation for CPD, as part of each student's undergraduate study, is a logical extension of these initiatives.

5.5.4 Networking A major advantage of 'traditional' courses is that students can, and often do, form networks. Course design can maximise this possibility and follow-up through reunions, newsletters, etc. Indeed some 'lone professionals' on the project mentioned networking as a major reason for enrolment on a course! One intended development is, therefore, to exploit still further the networking possibilities from existing courses; the other is to establish new networks. Those described in Section 5.1 are a good example.

5.5.5 Partnerships The project involved five stakeholders: employers, professional institutions, education, government and the individual professionals. All five were represented on the Steering Committee and thoroughly enjoyed tackling the issues together. Some University Departments have advisory groups

with much the same sort of membership and where 'government' is increasingly being represented by non-governmental organisations - particularly TECs. The project has watched with interest the establishment of the NW HRD Group and its offshoot the 'Observatory of Work and Learning' with both strategic planning and monitoring responsibilities. However, stronger regional involvement will need to be reflected in more local partnerships involving the five stakeholders and addressing key CPD issues.. **The University can only support CPD in partnership with other stakeholders**.

6. OUTCOMES

This chapter links what happened on the project and the project's aim: **to stimulate demand through enhancing motivation, increasing flexibility, extending networks** and **improving support**. The evidence for the remaining chapters is a distillation of the findings of the project at all stages - including the young professional networks and the final conference.

Motivation to undertake CPD is stimulated by support, awareness, achievement and by responsibility - if this 'responsibility' gives independence and autonomy. Ownership is a great motivator and is referred to again in section 6.1 'Motivation' and in 6.3 'Individual Responsibility'.

This chapter is not a resumé of everything the young professionals achieved. They sought to answer many questions:

What is learning?
How do I learn?
Why do I need to record my learning?

All that is recorded here is the **added value** of the 'process' (networking) and of the 'products' (learning logs, portfolios, career development plans, mentors, etc.) **to those who participated**.

The project was unusual in that it was demand-led and self-managed by the learners; but it was also small scale. Its findings will be useful if they catalyse others to change, just as the young professionals were. Any use the findings may have will be because they concord with the experience of others, not because they are proven. Section 6.2 'Tactics and Strategies' describes some of the young professionals' outcomes from their work in groups, networks and for the conference and section 6.4 'Models' deals with some wider issues and outcomes, with particular reference to partnerships with other stakeholders. All the sections assume a close link between Continuing Professional Development and Career Development Planning.

> 'Career management used to be an organisational activity, concerned with manpower planning. It is now more to do with how individuals make things happen'.
>
> ***34 yr. old Recruitment Consultant***

6.1 Motivation

Motivation cannot be separated from the **ability to perform** and from the perceived **benefits**. So inputs and feedback will be critical. However, these may be inhibited, or fostered, by the environment.

The **culture** and **values** of our society were frequently mentioned - as was the failure of secondary and tertiary education adequately to prepare individuals to take responsibility for their continuing development. Or, when it had provided the skills, the motivation was lacking.

> 'There are ceremonial burnings, as soon as initial training is finished, of the portfolios of evidence.'
>
> ***34 yr. old Training Officer***

Security, and its relationship to motivation, was particularly interesting. The link between CPD and job mobility, job prospects and job security was generally well understood and a certain amount of fear could be a powerful motivator. But job insecurity was also blocking the process for some. This is referred to again in Section 7.3.

Related to this are the very practical difficulties of time, money and opportunity. These are often acute for young professionals who are likely to have most pressure on their time and money with new homes and young families. Staff on short-term, temporary or service contracts, so called 'peripheral' employees, were particularly disadvantaged. This group was under-represented on the project reflecting their low visibility in training and development.

In the surveys (chapter 4) we saw that those young professionals who were most active in the project, though by no means 'peripheral employees', felt less well supported by professional bodies and employers than the average participant. The remaining sections will show how they successfully took control of their own CPD. They would, however, acknowledge the value of **openness**, which is discussed in more detail in 7.3. The willingness to give and to receive information was felt to be part of **job satisfaction**, which emerged as the greatest motivator for CPD and which came from increasing one's

- security
- self-respect and personal status
- autonomy
- personal growth and development.

The development groups were concerned to identify, and overcome, 'barriers' to CPD. This work was extremely positive, believing that no individual can be **disempowered** by anyone other than themselves. This belief does not diminish the key role of the employer, which was demonstrated in the survey and which will be referred to again (6.4 and 7.3). The following six examples were quoted by the young professionals in a session on 'motivation for CPD' given at the national conference referred to in section 5.3 above.

What drives us as individuals? The groups hardly needed to ask, they were there, but the answers are given in the 'strategies' which they identified for overcoming barriers to CPD: some of which are quoted in this section. By not allowing themselves to blame others, they were learning how to avoid frustration, or

alienation with their employer, and how to enjoy personal **growth.** Some of the most active participants claimed to be naturally lazy, but their commitment to the CPD project grew. The project, like their CPD, belonged to them.

Barrier : Self-generated blocks

E.g. apathy, resistance to change, lack of confidence, negative thinking and unreasonable expectations that 'they' are responsible.

Strategy (1) : Take responsibility. Don't expect, or depend on, others to manage your development. Help them to help you.

Strategy (2) : Appreciate that the situation is universal. Problem-solving ideas can be generalised; use networks.

Barrier : Organisational politics

Organisational politics are powerful and inevitable. Politics can be beneficial or disadvantageous to the individual's development plan. Fear of change, ignorance, self-protection, preservation of the status quo, short-sightedness, poor communication and an apparent lack of willingness to invest in individuals can be negative manifestations of organisational politics.

Strategy (1) : Know your organisation. Understand the dynamics and powerbases of the organisation. This will result in greater personal effectiveness and increase the likelihood of successful professional development opportunities.

Strategy (2) Align personal objectives with the organisation's objectives. The appearance of developing in line with the organisation increases the chances of success.

Strategy (3) : Market the benefits. Use marketing skills to make the organisational benefits of your professional development more tangible and attractive.

Strategy (4) : Be persistent. If your plans are frustrated, and other strategies are unsuccessful, be persistent. If necessary, look for alternative ways of achieving them.

Barrier : Lack of organisation/personal resources

E.g. funding and/or time

Strategy (1) : Be flexible. Consider alternatives: if courses are unavailable, seek placements, secondments or coaching which will develop some of the same skills or knowledge. National Vocational Qualifications (NVQs), Open University modules and CPD accreditation may provide suitable alternatives to more traditional courses.

Strategy (2) : Practice time management. Learn to increase personal effectiveness - both inside and outside work.

It was noticeable that lack of **funding** was seen as a greater problem than lack of **time** (Section 4.2). Alternate strategies were often discovered for professional knowledge and skills, as well as for personal development. The key, it seemed, was to become more consciously aware of potential areas for development so as to be better able to recognise, and to grasp, opportunities when they occurred: what some have described as 'managed serendipity'.

Barrier : Lack of awareness of CPD

Strategy : Join, or form, a Professional Development Network. Membership makes you more aware of CPD issues and techniques. Increased awareness is then consolidated by sharing experience in a mixed group whose members are at different stages. In this way, time is set aside and support given and received.

Barrier : Undervaluing competencies

Competencies are as valuable as formal qualifications, but this is not always recognised, or marketed, by their owners.

Strategy : Recognise the value of competencies
Learn to recognise skills acquired both inside and outside work. Develop the ability to rehearse and transfer them as appropriate.

Barrier : Lack of planning/review.

Resulting in loss of direction and missed development opportunities.

Strategy (1) : Recognise the importance of planning.
Setting objectives relating to both work and personal life is vital. Listing CPD requirements, and ways of achieving them, will minimise 'drifting'.

Strategy (2) : Construct a CPD framework.
Objectives can be incorporated into your portfolio and reviewed at regular intervals. Some people will be able to use annual appraisals to review objectives and identify long and short term development requirements. Use self-evaluation, keeping a development diary or using a skills audit.

'CPD frameworks' were found to be extremely helpful and success led to increased motivation. The young professionals wanted a variety of techniques; to have a comprehensive 'tool bag' to dip into. Some of its contents are described in the next section.

6.2 Tactics and Strategies

Almost half the young professionals volunteering to participate in the development groups opted for 'career management'. In the event, a good number joined groups with different titles, but all were asked to link tactics for CPD (e.g. 'learning logs') with CPD strategy.

How am I going to use this?
What is its purpose for me?

CPD strategy inevitably led into career management.

'I only update my CV if I am looking for another job.'

32 yr. old Retail Manager

This was typical. Section 4.1 showed that only 12% of the respondents, initially, had a career development plan. What follows are descriptions of four techniques which various groups chose to develop; not because their professional bodies required it, not even because they wished to change job (though some did), but for **personal growth**.

6.2.1 Recording CPD Group members evaluated existing, or developed new, methods of recording their learning. They not only kept records but reflected on how these could be converted into **plans** for action, which in turn were **implemented** and **reviewed**. This central concern with the use made by each individual of the activity was common to all the records used - including portfolios

(Section 6.2.2). Subsets of the development groups worked on diaries, proformas, 'scrapbooks' and computer software. They recognised that

- individuals are unique, have different learning styles and different organisational constraints/needs.

- no one form of recording CPD will suit all individuals and purposes.

> 'What is important is the process of producing it (a learning log) and deciding what action I am going to take, rather than the record itself.'
>
> ***38 yr. old Police Officer***

Other young professionals emphasised the need to **reflect** on the record some days, weeks or months afterwards; as in a Critical Incident Record. Becoming a 'reflective practitioner' was, for them, part of becoming an active learner; part of moving forward and achieving personal growth.

> 'Everyone is a busy person and we need to maximise our learning opportunities.'
>
> ***30 yr. old Senior Scientist***

Although the process was much more important than the format of the record, some were greatly helped in the first by the second. One particularly comprehensive format was the computer software developed by one group in association with a specialist firm. This was based on their 'XXEN' software, which is available commercially, and was a structured 'interview' with unlimited opportunities for updating past records and future plans (see Appendix I, 'Consultants').

> 'Using the experiences of the group, I have started a record which has changed my view of work.'
>
> ***29 yr. old Administrator***

> 'Recording my learning has helped me to recognise new opportunities - and increased my self-confidence.'
>
> ***27 yr. old Personnel Administrator***

> 'Sometimes I feel I am trying to catch a waterfall in a colander.'
>
> ***35 yr. old Training Consultant***

The group enjoyed using the software because of its prompts, its relevance to portfolio building and to meeting various organisational requirements; including those of professional bodies.

> 'Using XXEN was like being guided through my career by a tutor - it is too big an area to just sit down on your own with a piece of paper. You have got to remember that not everyone has an employer or professional body to help them.'
>
> ***27 yr. old Freelance Designer***

You did not have to be self-employed to feel unsupported and the **process** of making records - together with reflecting on and actioning them, had to be user compatible. Most of the young professionals had to struggle to get started and tailored their preferred format to whatever was easiest and most effective for them.

6.2.2 Portfolios Investment in CPD requires an **audit** and a **plan**. The first needs to be detailed and the second progressively flexible as the time-scale increases. Much of the development work was done by young professionals who were not being driven by the requirements of a professional body, but they recognised that they would increasingly be expected to provide **evidence** of continuing learning - and that this evidence, in some professions, would be matched against **standards**.

> 'It is very confusing, what should go into portfolios.'
>
> ***30 yr. old Administrator in Personnel and Training***

> 'It really should be more than a collection of shoe boxes under the bed.'
>
> ***31 yr. old Nurse/Lecturer***

One group produced their own format, but only after they had decided it would be for personal use, to help individuals to identify their skills, specify aims, set out a development plan and record their achievements.

> 'However self-motivated you are, you need a framework and this is missing if it is not provided by your employer or professional body.'
>
> ***33 yr. old Investment Appraisal Analyst***

The purpose, the same group decided, was to

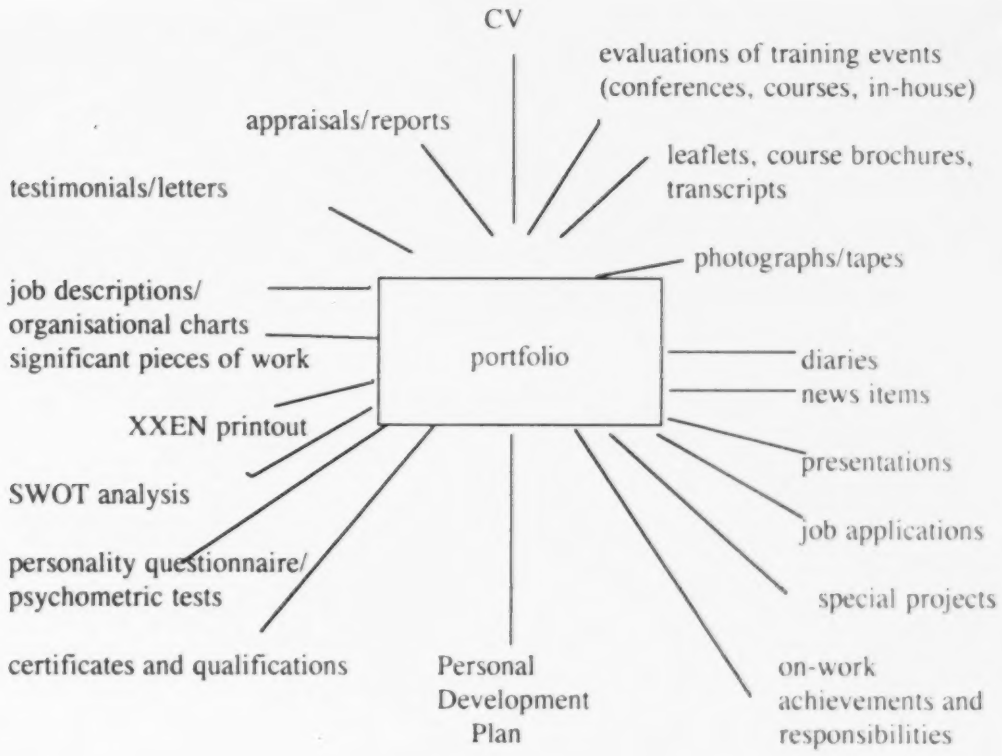
- do an audit of who I am and what my key skills are
- set goals
- outline what I need to do to achieve them.

They decided it had to be simple or it would be 'thrown on one side' and that it had to include a rationale on the link between achievements (past and future) and career aims. They came up with a format in five sections:

A.	**CV**	Use this as a starting point and keep it updated
B.	**Skills directory**	This is the audit of where you are now and includes professional and personal skills
C.	**Aims**	Summaries aims (professional and personal) long term with intermediate objectives, with time-scales and rationale. To succeed they must be SMART (Specific, Measurable, Achievable, Realistic, Timed)
D.	**Objectives**	How to achieve the above objectives with action plans and spaces for review and reflection
E.	**Records**	An index to the evidence of achievements, cross-referenced where appropriate to objectives (D)

(Some of the evidence may be in 'shoe boxes', but at least it is indexed!)

Another group worked slightly differently and each member produced their own 'contents page', together with a 'statement of purpose' (for the portfolio, e.g. personal development, evidence for accreditation). They were combinations from:



> 'I found that creating my portfolio was tremendously useful, and provides a ready data bank for the future.'
>
> ***29 yr. old University Projects Officer***

There are so many different ways that portfolios may be used, that some professionals are not so much transporting them in shoe boxes as in wheelbarrows! Hence the recommendation for clear statements of purpose (possibly in the form of an introductory summary) and a **contents list**. This was often the first thing written.

> 'For me, personally, it has structured my development and stopped me doing nothing, through overload, by breaking it down into bite-size pieces.'
>
> ***31 yr. old Secondary Teacher***

The process helped some to see, in retrospect, how and why their careers had changed direction and where they would like to aim - even if, for the present, they could not break down this long term goal into all the necessary objectives and development plans. They progressed by doing what they could and trusted that 'gaps' would be filled in later. But there were strong feelings about the need for confidential careers guidance, hence the recommendation in Section 8.4.

By starting, and finishing, with their own requirements both groups felt that they had developed portfolios which were more useful than those required specifically for academic credit, for NVQs or to meet the CPD requirements of a professional body - though these, and other, requirements could be met by derivatives from it. Increasingly young professionals will have records of achievement starting at school and continuing throughout their careers. How to confer and maintain 'ownership' of these records to the point where professionals do indeed own their own development is taken up in Section 8.3.

6.2.3 Mentoring Section 4.2 referred to the way in which mentoring was initially rejected as a potential development issue by the young professionals who later resurrected it as an important outcome. 'Mentoring' implies an element of coaching, not merely a confidant, but a **wise counsellor**. Interest in this form of personal support emerged during the development activities, as did a rather wider definition of 'mentoring' to include all forms of one-to-one support: formal and informal, expert and lay. Indeed, some of the young professionals saw opportunities for a variety of 'mentors' drawn from different settings and used in different ways.

The development groups had 'facilitators' who were, in some ways, analogous to 'mentor's. Their purpose was to ask questions and to reflect back the answers, so as to set achievable goals and check progress against these - and to encourage lateral thinking. Although the groups had little choice of 'facilitator', attendance at the

group was optional. Unfortunately too many members had experiences of 'mentoring' in which the element of choice was missing.

> ' A mentor could be your best mate.'
>
> ***29 yr. old Music Producer***

What was being asked for was more than just a good friend, but a **shared commitment**. A commitment to developing one's full potential, to ownership and - most significantly - of time and trust. In addition to often wanting someone to listen and to act as a sounding board, the participants recognised their need for objective **professional advice**, which they sometimes found difficult to ask for, or receive from, their line manager.

> 'The mentoring process can be as useful for the mentor, as for the mentee.'
>
> ***34 yr. old Police Inspector***

There was no contradiction between taking control of one's own CPD and seeking to identify one, or more, mentors. As will be seen in Section 6.3, even the most independent learners rely heavily on others for their CPD. Some group members gained insights about themselves, and their learning goals, by thinking about their **role models**.

The lesson for organisations is to include elements of choice and to ensure that mentors are trusted - and available. But this was not the common experience of the young professionals in the majority of mentoring arrangements organised through professional bodies or employers. The young professionals rated commitment to two-way communication more important than expertise. The thoughtful practitioner will wish to cultivate **experts**, but may not see them as mentors. Their **advice** and access to information will certainly be needed and their potential help to **promote** careers through their leverage or advocacy is unlikely to be rejected! So the term 'mentor' can be seen to have taken on overtones of counselling; someone who is prepared to take time out from frantic activity to help professionals to restructure their experience and maintain their motivation for CPD - particularly when there are blockages (internal or external).

6.2.4. Networking

> 'I have been so lucky to have been involved in this project and had contact with so many people'.
>
> ***38 yr. old Project Engineer***

The groups started thinking about 'networks' because they were experiencing one which was working for them. It happened to be a network where the **group**

objective included **individual goals**. These objectives were extended, by happy coincidence and for a small minority of the members, to include preparation for the national conference (5.2) for which some personal development objectives, such as 'teamworking', 'presentational skills' and 'self-confidence', were addressed in order to meet the group's aim of producing a good conference. But this was not the original brief of the 'development groups', nor of the 'young professional networks' (5.1.) which they spawned, and it is these networks which are the subject of the section.

The individuals' reasons for joining inevitably included many of those mentioned in the previous section on 'mentoring'. The networks were used for access to information and for personal contacts (but stopping short of seeking senior professional contacts useful in promoting one's career). They were primarily support networks, with or without a group task, working through mutually agreed learning activities. The goal, professional development, was defined but the agenda was negotiated - so they were semi-structured and informal.

The network clearly met a heart-felt need. They were more **holistic** than those created for professional updating and often more autonomous and informal. They had to focus on generic development objectives across a range of professions, because of their mixed membership, so they did not separate **'personal'** from **'professional'**. Increasing self-confidence was as relevant as portfolio building or discussing the benefits for careers guidance and funding.

> 'This group is great because we have a very wide cross-section of people'.
>
> ***24 yr. old Electrical Engineer***

The opportunities for gaining new ideas, perspectives and information are obvious - so, probably, are the potential drawbacks. They can diffuse and absorb more energy than they release. The finding, that these networks were spectacularly successful for **some** members, must not be lost. How it can be carried forward is the subject of the 'evaluation' and 'recommendations' (chapters 7 and 8). These members are anxious to spread their good news and get others involved. Those working for the Greater Manchester Police have, for instance, set up their own 'CPD Network' (for information contact Peter Robinson whose address is given in appendix III).

6.3. Individual Responsibility

This is the nub of the project. Individual responsibility for planning and managing your own CPD was not a specific outcome, but informs **all** the outcomes.

> 'We have done this all on our own back - all we want is a break, someone to show an interest and be supportive'
>
> ***26 yr. old Personnel Administrator***

The initial questionnaire (Section 4.1.) asked if respondents agreed or disagreed with the statement 'my employer should provide for all my CPD requirements'. 100% might have been expected to disagree, as the stated purpose of the project (repeated in the questionnaire) was to help young professionals to `manage your own career development'. Infact only 73% disagreed with the statement at the start of the project.

The question was deliberately ambiguous and led to others whose purpose was to define 'CPD requirements'. But nevertheless, there was a strong undercurrent that responsibility lay with others: employers, professional bodies, or public agencies. The primary responsibility for CPD may be **individual**, but the activity is not **private**. Just as we do not work best on our own, neither do we learn best on our own' is one tenet of the Engineering Council's CPD policy. A great deal of informal learning is not recognised, because the concept is still weak and it is, therefore, not valued. The process, as well as the individual professional, needs recognition and support.

> 'It quickly became apparent that there are different approaches to managing one's own professional development. One example is the potential of transferable skills, including those acquired outside work'.
>
> ***29 yr. old Research Officer***

6.3.1. Learning styles

Members of the development groups spent time looking at the learning culture of organisations and at their learning styles.

> 'It was about getting it straight in my mind'
>
> ***34 yr. old Civil Engineer***

> 'I met people in the project who had chosen training which was the wrong learning style for them, for example, distance learning when they were activists'.
>
> ***37 yr. old Police Inspector***

Too often CPD was seen as 'homework', theoretical learning to be got out of the way as quickly as possible. One group used an exploration of 'learning styles' as a way of getting their minds around CPD and getting straight what worked for them. What seemed like an indirect approach to 'stimulating demand for CPD' was chosen by this group believing that, in the long run, they would save themselves time. A

variety of consultants were asked to contribute, though this section is not about learning theory.

Learning styles led into nearly every aspect of managing one's own CPD, including selecting appropriate **learning methods**. The following list is not exhaustive, but was drawn up by the group to prompt new ideas:

- Action learning
- Coaching
- Computer-based training
- Discovery training (in which a trainee is set a goal and time-table with a requirement to review progress)
- Distance learning
- External opportunities (visits and secondments, as well as courses and conferences)
- Inter-active video
- Networking
- Meetings (internal events)
- Outdoor training
- Planned reading
- Video (specific training programmes, or selected broadcasts)
- Working with a mentor

The conclusion of this group was that when an organisation **empowers** its employees to constantly improve - to grow - it has become a learning organisation.

6.3.2. Competences Those who are professionally involved in education and training may have forgotten how unfamiliar many professionals are with acquired 'competence', as opposed to taught qualifications. This was particularly evident during the preparation workshops with young pharmacists (section 5.4.) who were valuing qualifications to the detriment of non-accredited CPD. It not only over-emphasises technical, or 'professional', knowledge and excludes inter-personal skills, but unduly relies on formal CPD provision, and CPD events, rather than informal learning 'processes'.

> 'We began to recognise the value and marketability of competences acquired through practical experience, in addition to more formal qualifications and accreditation'
>
> ***29 yr. old Occupational Psychologist***

The development groups' interest in 'competence' came through their growing awareness of transferable skills - particularly how skills could be acquired, or improved, in roles outside work. The second survey showed that 95% of the development subset said that as a result of the project they were now placing more emphasis on transferable skills (appendix IV).

'I only got my present job because of my work in scouting.'

35 yr. old Stores Manager

For many young professionals their careers were moving progressively into management or even into new professional areas. The accumulation of concepts, language and skills drawn from different professional 'cultures' comes up again in Section 7.3. This will make the accreditation of CPD against standards very difficult, unless the careers are ones in which **management standards** are relevant (Management Charter Initiative standards exist at NVQ levels 4 and 5).

6.3.3. Learning through work One method of learning not referred to in the list in section 6.3.1. is learning through the **organisation of work**; volunteering, or negotiating, to take on new responsibilities for the development opportunities they provide. This ties in with annual appraisals, where they exist, and where they are being used effectively for development planning.

'As soon as I learnt that my company was committed to 'Investors in People'. I offered to be our departmental representative on the liaison group'.

33 yr. old Administrator (who wishes to move into training)

'No-one notices you if you work hard all day. You need to combine work and self-promotion - getting noticed by suggesting new ideas'

26 yr. old Contract Manager

Many of the participants recongnised the benefits of numerous informal development opportunities available through the job itself and the importance of volunteering to undertake new responsibilities as a means of achieving identified development goals. The above two quotations are representative of strong feelings held by many of the young professionals about the need to have goals, to recognise opportunities for development at work and to seek recognition, from employers, for the outcomes.

CPD was about competence, not being bored and 'getting on'. Some members recognised that they needed new challenges in their work and in their learning. Sometimes the two went together and at others a new development activity / responsibility was deliberately sought to avoid stagnation.

6.3.4. Personal development using the outdoors The young professionals decided that outdoor activities would be an appropriate 'strategy' for some of the development objectives they had identified in their groups. And it would be fun; another necessary condition. They could not afford to buy places on the

commercially available `open' courses, nor to contract a commercial provider to mount a `closed' course specificly for network members. They therefore made up their own package using low cost residential accommodation, with professional tutors for the outdoor exercises and their own skills to reflect on these exercises and on the significance to each individual's development plan.

> 'If anyone had told me six months ago I would be abseiling, I just wouldn't have believed them'.
>
> ***31 yr. old Textile Technologist***

These outdoor development weekends were a good example of `networking', stimulated by the need to reduce costs, but resulting in many of the same benefits associated with the commercially available programmes; eg promoting self-confidence, leadership, inter-personal skills, teambuilding (including `camaraderie'), experiential learning and problem solving. The general issue of the **cost** of CPD, formal and informal, will be referred to again in chapters 7 and 8.

6.4. Models

There were constant requests for recognition and the stakeholder who has done most in 'recognising' CPD is the professional bodies. This section looks at three issues involving **organisational initiatives** by stakeholders, other than the individual professional, to **recognise CPD**.

However, recognition was not the only wider issue to emerge. Two others which were never far from the surface were **funding** and **guidance**. Quite a lot has already been reported on 'investing in one's own CPD' and opportunities were made to enquire further into financial measures, such as the government's career development loans and tax relief; but there was little interest. There was great interest in career guidance and training information, but the assumption here was that employed professionals in mid-career were not a government priority and would not, therefore, find much help at their local Training and Enterprise Council (TEC). These are difficult, and controversial, components of the development infrastructure - as are the three issues which are reported!

6.4.1. Accreditation This is an area in which the stakeholders are beginning to act in partnership. It is now possible to get academic credit for CPD and, at the same time, be assessed for 'vocational' credit (e.g. NVQs) and for the advanced awards of professional bodies. Many of the young professionals were pushing for accreditation, though the desire for qualifications was not universal.

> 'I am not interested in trophy hunting'
>
> ***34 yr. old Police Inspector***

Another police inspector was , concurrently with this project, completing a master's degree - started for the qualification and completed for its own sake.

> 'Most of my CPD has been for further qualifications'
>
> ***32 yr. old Mechanical Engineer***

Accreditation needs to be rigorous and is, therefore, costly. But it was seen as offering cost-efficient benefits; motivation, feedback, quality, structure - and transfer value. Employers who are reluctant to see their staff increase their marketability will not find much comfort in this report. Fortunately the employers who did cooperate with the project saw no conflicts of interest.

The suppliers of formal CPD programmes know that accreditation greatly enhances the marketability of their programmes. The outcome from this, demand-side, project was that two things mattered to large numbers of hard-pressed young professionals.

- the **process** of setting (agreed) learning objectives, measuring performance and providing feedback was both the process of effective CPD **and** of assessment for accreditation.
- the **product** of an award was a major incentive to those with something to prove - or which they feared they might need to prove in future.

The need for assessment and feedback, described as part of the `process', was universal. The desire for actual certification, or the `product' of accreditation, was more variable and depended - at least in part - on what recognition, if any, was given by the employer for CPD. All the young professionals wanted moral support from their employer and, in some cases, informal recognition actually reduced the desire for fomal certification.

Participants felt that certification based on attendance without assessment (which is, in effect, what many professional body CPD requirements are based on) added nothing to the attractiveness of university provision. The **CPD Award**, although not attempting to provide credit for transfer towards academic qualification (e.g. degrees) was being taken seriously by some stakeholders and young professionals involved in the project; for example the Centre for Pharmacy Postgraduate Education referred to in section 5.4.

Accreditation for work-based learning, as offered through the **City and Guilds Senior Awards**, was of even greater interest - particularly if this could be used towards, or in conjunction with, academic credit, which was still seen as the gold standard. Perhaps the high standing of 'academic' qualifications amongst young professionals explains, at least in part, why universities have been slow to embrace competence-based accreditation. Addresses for the CPD Award and for City and Guilds London Institute are given in Appendix V.

standard. Perhaps the high standing of 'academic' qualifications amongst young professionals explains, at least in part, why universities have been slow to embrace competence-based accreditation. Addresses for the CPD Award and for City and Guilds London Institute are given in Appendix V.

6.4.2. Mandatory CPD Many professional bodies do, of course, offer advanced qualifications or other opportunities for the **assessed** accreditation of CPD; sometimes in association with higher education (6.1. above). They may express their commitment to CPD through any, or all, of the following:

- encouraging professionals to **upgrade** their membership (often using portfolios of evidence)
- encouraging professionals to **update** though CPD activities, many of them organised by the professional institution and its branches,
- **requiring** members to demonstrate that they have met the institution's minimum requirements for CPD.

This commitment to CPD was very evident in the project. The surveys reported in chapter 4 showed that 67% of the initial sample had support from a professional body, of which nearly half (42%) said it was effective. When in the second questionnaire they were asked what organisation did **most** to stimulate their CPD (section 4.2.7) 27% of the development group and 43% of the non-development groups of young professionals nominated a professional body (compared with only 17% and 35% respectively nominating their employer).

Professional bodies have an extraordinarily difficult role: setting standards of best practice, without any real continuing opportunities to appraise their members' performance. It is, perhaps, an indication of the reluctance of some (older) members to accept their need for CPD that their institutions have felt bound to set minimum levels - **mandatory CPD**. Where these levels are defined by **time** spent on recognised CPD events/activities, rather than on evidence of **competencies** gained, some wrong messages were being received by participants in the project.

> 'Will participation in the project count towards my CPD?'
>
> ***29 yr. old* Planning Officer**

In these instances continuing development was associated with a narrowly defined process of attending 'CPD' events. These events, or activities, do not necessarily result in learning and, if they are not linked to a portfolio of evidence, may not foster the pro-active participation in CPD discussed in section 6.2.

> 'My professional body demands CPD. I now do more than asked because I know how to implement it.'
>
> ***29 yr. old Surveyor***

say **what** specific skills, knowledge and personal competencies will be needed as careers diverge over time (chapter 6). Nor can they say **how** they will be acquired. They will have to leave their members to make 'professional' judgements. The 'professional' model described in Section 7.3 was not meeting the real CPD needs of many young professionals.

6.4.3 Performance Appraisal Sections 6.4.1 and 6.4.2 above focused on recognition for CPD achievements by higher education and by the professional bodies. This section concerns the recognition given by employers. Criticism of employers should be set against the survey finding (4.1.6 and 4.1.7); 33% of the initial sample said they received 'all' or 'most' of their learning materials from their employer (by far the most significant resource) and 89% said they received some support from their employer for CPD generally, of which 63% said it was 'effective'.

Recognition by employers of CPD may be, in fact often is, from company-wide policies and central support. These are extremely important and many of the participating young professionals were benefiting directly from them. This section concerns support from **line managers**, which is where most of the dissatisfaction seemed to arise.

> 'I am doing CPD despite my employer, not because of them.'
>
> ***38 yr. old Accountant***

Faults, if they are such, appeared on both sides. Some young professionals were assuming that their line managers would not be supportive, even though this was not always borne out. Such assumptions may have been based on the many reports of **appraisal** (or review) systems not being used to engage in a two-way discussion of development plans - whether or not this item was included in the official pro forma.

> 'I would like to know what I am expected to do and have a chance to make suggestions. Most of all I would like them to show some interest (in my CPD).'
>
> ***34 yr. old Social Services Officer***

Investors in People (IiP) was being used by some of the participants' employers as a vehicle to improve the two-way exchange of information on the organisation's skill needs and the individual's development interests. Though this is not the whole answer. The organisation needs to have developed the 'culture', and the managers the skill, for appraisal to be used to support - and to stimulate the demand for - CPD. The level of openness, trust and security will affect the usefulness of the appraisal interview for giving support to employees who wish to take more control of their own CPD. Their development plans may not match organisational objectives (or organisational resources). In which case alternative plans, or strategies, will be more helpful than rejection. It may, for instance, be possible to learn through work, perhaps with a mentor or coach, rather than going on a course. There should be opportunities for discussing the rationale behind the proposals.

Some development plans will not succeed and positive responses to failure may be critical. There should be a place for giving moral support for personal development initiatives which fall outside the organisation's training needs.

Much of the feedback on appraisal came from the development subset of the young professionals, which was a skewed sample. But their perceptions were real, as were their achievements on the project. Support from the 'network' released potential for growth which was previously under-used and under-recognised.

7. CONCLUSIONS

CPD is a simple process: simple, but not easy. The following sections review the outcomes of this project in order to point out some straight forward conclusions. CPD is about **change**, and about changing relationships; in other words about **growth**.

> 'The locus of control, for a professional's learning, must move from others to themselves when they qualify'.
>
> ***34 yr. old Management Trainer***

Section 7.1 evaluates the methodology of the **project** itself and some of the hypotheses on which the project was based. Section 7.2 looks at the **young professionals** and section 7.3 at the other four 'stakeholders' (higher education, professional bodies, employers and government).

7.1 Process and Products

The project methodology concerned both **products** (i.e. specific development activities) and **process** (i.e. networking across disciplines and employment sectors). This process was to be driven by the young professionals themselves, as a further purpose of the project was to 'identify factors which lead, or inhibit, them to take responsibility for planning and managing their learning and working careers'.

The principal conclusion is that the methodology was extremely successful and was cost-effective in achieving the aims of the project, which were to demonstrate how the demand for CPD could be stimulated. This does not mean, however, that precisely the same methodology could be replicated nationally as a model for supporting CPD and expected to be immediately self-financing. The following four characteristics were critical to **process:**

- **The essential ingredient was the networking involving mixed groups**. The learning which occurred hinged on the **ownership** of the activities, which reflected the ownership of CPD by individuals.

- **Ownership is linked to choice**. The process was voluntary and open. Learning, if it is to be owned, must involve personal choice. In this context it was also important that it was informal.

- **The networks were holistic** involving all aspects of development - personal as well as professional.

- **Trust was often lacking** in relationships between young professionals and their employers (line managers) and their professional bodies. For the process to work it needed to engender trust and offer 'benefits' unavailable at work, or through a professional body.

Conclusions on the **products** were that:

- **CPD tools hard to use.** The 'products' developed by the groups provided useful tools for reflecting on, and managing, one's own CPD; but tended to be hard work initially and would have been unattractive without the support of the network

- **Poor preparation for CPD** by higher education was, for some followed by poor communication in their employing organisation on CPD policy and opportunities for doing it.

- **Part of career management.** Linking CPD with personal development planning and career management worked.

7.2 Potential for Growth

Individuals were not achieving their full potential. There was evidence for this and on ways individuals could be helped to realise their potential for growth.

How does the amount of time you spend on CPD compete with your learning needs?

70% of the development subset had said it was inadequate at the time of the initial questionnaire and this was still 60% in the evaluation survey (appendix IV). Group members believed they could do more - even though they were probably doing more than typical professional body 'minimum' levels. But, just as it proved impossible to put accurate quantitative measures onto CPD, it will not be possible to measure 'growth'.

- **They wanted more information on CPD opportunities**. This came from wider concepts of what CPD was, as well as from 'directory' information. The realisation that development plans could be implemented through work, and through activities outside work, as well as by 'study' , was a boost to confidence and to motivation.

Much of the work was about undertaking a personal audit and taking positive steps to manage one's own career. When this activity is shared it is likely to involve consideration of **values**.

- **Shared (life) planning could be inspirational**, as it involved insights into different organisations' 'visions' of their mission and into what made different individuals 'tick'.

More explicitly, the groups were concerned with **balance** between job, family and other interests and between competing development needs. They warned that growth in one area could be at the expense of another.

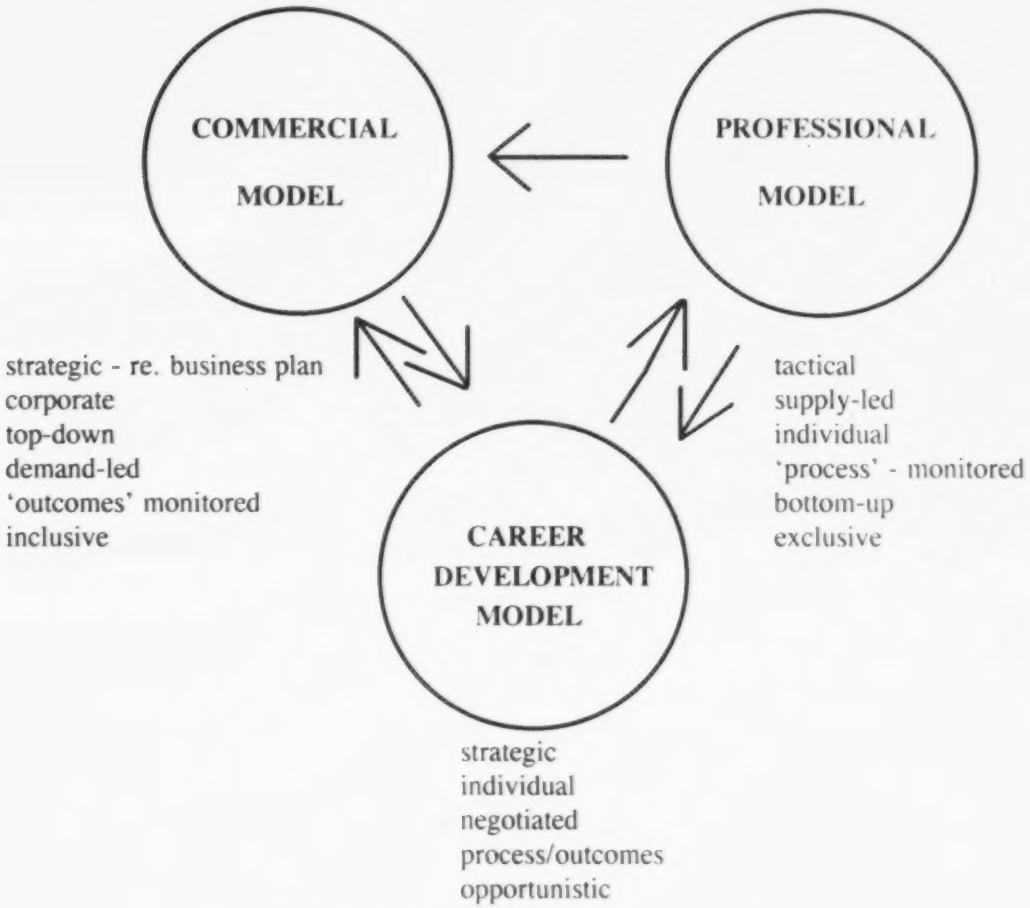
- **Be tough, or develop toughness.** Careers are becoming more competitive and more hazardous. Some individuals felt vulnerable. They recognised that there could be risks if you keep your head down, or if you put it up. CPD, it was felt would involve risk - calculated risk - for which you needed to be strong; another aspect of self-confidence. 'Growth' in this came from taking risks in vulnerable areas and surviving.

The learning points on personal growth were rather different from the learning objectives most had experienced at school, college or university. Learning which is too prescriptive, whether initial or continuing education, was too easy and often had involved too much 'teaching'.

7.3 Career Development Model

Each of the organisational stakeholders has a role to play in stimulating demand for CPD: universities, professional bodies, employers and government. They create the environment and provide - or fail to provide - support to individual professionals. Each has examples of excellent practice and this section is about those elements of good practice which the young professionals most wanted extending.

The following are models for **managing CPD**, not of particular stakeholders.



Employers should have a business plan supported by a corporate strategy for personnel development. In as much as this strategy is an analysis of the skills needed to implement the plan, this is represented by the 'commercial' model and is the one, to a great extent, which drives 'Investors in People'. In this model CPD is top-down and led by the strategic demands of the business.

Professional bodies are bound to think more tactically, wanting to assure the world that their members are, and will continue to be, competent. They are inevitably concerned predominantly with the process of CPD. They attempt to define what learning may be at a professional level and rely on the willing participation of their members for the 'professional' model to operate.

The conclusion of much work, of which this project is part, is that CPD for the individual professional should be a strategic matter, but will be an individual activity. Individuals' primary motivation is neither the business needs of their employer, nor the formal requirements of their professional body - but **will reflect both 'commercial' and 'professional' demands**. It should be planned in such a way that it can be flexible, opportunistic - and **negotiated**. This fits in well with flatter organisational structures and more devolved responsibilities. It can also

result in improved relationships between employer and employee, avoiding frustration and promoting mutual respect.

> 'We used to tell people at Shell what they needed to develop because we could predict what their next job would be. Now there is an internal job market and it is up to the individual to have an idea of where they would like to go and what they will need to get there.'
>
> ***Shell International NL***

- **The Career Development Model is the individuals' response to, and creation of, the jobs market**.

- **The Career Development Model is employers empowering individuals to own their development**.

This model, which is the only one which will stimulate demand sufficiently to meet national skill needs, involves **risk** by, or challenges to, all the stakeholders.

- employers cannot avoid adding to their employees' transfer value

- professional bodies cannot guarantee continuing competence within their own specialisations

- government will find it difficult to target scarce resources at priority skill areas

- higher education will need to find ways of making CPD provision equally attractive to their individual, as well as to their corporate, clients

Each profession has its own concepts and language and, in some cases, has protected its own members (as well as the public) by seeking to be exclusive. It may have its own tribal culture. Yet individual professionals, as they grow older, take concepts and skills from different 'tribes' and 'cultures'. They become professional magpies. An engineer moving into marketing, or a nurse into teaching, are common career progressions.

The experience of the young professionals included the expected contrasts; employers who were enthusiastic and others who were luke warm or positively resistant. Professional bodies which were meeting their members individual needs and those who were struggling to get their members actively involved. Higher education was, for most of the young professionals, an under-used resource for CPD.

The recommendations in the next chapter suggest how the Career Development Model for managing CPD might be more widely supported.

8. RECOMMENDATIONS

Principal recommendations are directed to each of the five stakeholders, but **they are not separate.** Most involve shared programmes for action. The following table indicates the section in which the main recommendation appears and suggests, with ticks, how responsibility for it may be shared. (The table is illustrative, rather than definitive.)

Many of the conclusions in chapter 7 concern models for **individual good practice**. The recommendations in this chapter are drawn from these conclusions and aim to show how **organisational** practice, and therefore **policy,** needs to change in order to stimulate and support good practice. The organisational recommendations are critical. They do not, however, encapsulate the essence of the project which focused on how individuals can better manage their own continuing development - though this is the subject of recommendations 8.1.1 and 8.1.2. However, the project also showed that without appropriate organisational facilitation, individuals are not motivated nor able to manage their own development unless they were very determined.

	8.1 Individuals	8.2 Employers	8.3 Professional Bodies	8.4 HE	8.5 Government
Ownership	8.1.1	✓	✓		✓
Empowerment		8.2.1	✓		
Perceptions of CPD		✓	8.3.1	✓	✓
Preparation for CPD	✓	✓	✓	8.4.1	
Guidance		✓	✓	✓	8.5.1
Implementation	8.1.2	✓	✓	✓	✓

8.1 Individual Young Professionals

The project's first recommendations are based upon the conclusion contained in the 'Career Development Model' described in section 7.3.

8.1.1 Ownership. Young professionals must accept primary responsibility for planning, implementing and recording their own career and personal development. This responsibility will, increasingly, include the investment of their own resources. They should not let an unsupportive environment disempower them.

A number of 'tools' or 'models' were developed during the project to help young professionals to manage their own continuing development. These are described in

chapter 6 concluding, in section 7.1, that they are extremely useful but sometimes difficult to adopt - at least initially. Their use involves all five stakeholders and is therefore the sixth recommendation.

8.1.2 Implementation. Young professionals must develop strategies, and be familiar with a range of tactics, for implementing CPD. Having identified learning goals, there may be many strategies for achieving them. Useful 'tools'; include CPD records, portfolios, mentoring and networking.

8.2 Employers

Employers have a key role in the adoption of the 'Career Development Model' for CPD. Individual motivation can be blunted by indifference, or resistance.

8.2.1 Empowerment. All employees should be encouraged, and supported, to take initiatives in and responsibility for their continuing development. This will occur when development opportunities are identified, through discussion and negotiation, which meet both organisational and individual needs.

Employees often made considerable commitments of their own resources given appropriate support. This support, or 'empowerment', could include access to information on CPD generally and on where the organisation was heading, so enabling the individual to plan realistically. The 'Investors in People' initiative was helping to drive some organisations in this direction. Large organisations were over-represented amongst the project's participants and they may have tended to be more conscious of the need to enable development than some smaller ones. The recommendations apply equally to small and medium sized enterprises (SMEs).

8.3 Professional Bodies

Professional institutions in the UK are at very different stages in introducing CPD policies and practices. The following recommendation is for those already operating CPD schemes. These schemes have already contributed more than any other stakeholder to promoting continuing professional development. But the perceptions of CPD generated by these schemes were found to be too narrow and over-prescriptive.

8.3.1 Perceptions of CPD. Professional bodies, in seeking to evaluate CPD against professional criteria, should not concentrate on formal learning 'processes' to the exclusion of learning 'outcomes'. This requires acceptance that learning occurs in many ways and that all learning is valuable. Individuals should be encouraged, by their professional bodies, to provide whatever evidence is appropriate to demonstrate that they are competent to the required standards.

Although perceptions of CPD were still predominantly of formal programmes (courses, etc.) - and this needs to change - increased formal **recognition of CPD** was being sought. More use of assessment for credit ('accreditation') was being asked for, often in association with other stakeholders (HE, employers, etc.). Accreditation was not necessarily to demonstrate achievement to others, it could

also be an important way in which individuals set themselves learning goals, received feedback and measured their own progress.

Members who accept **ownership** of an institution's CPD framework will be most likely to support its activities - including branch meetings. Some professional **networks** may need to adopt some of the characteristics of the 'young professional networks': local, self managed and involving more aspects of career development planning. Student members may need help with some of the 'tools' used to help manage their CPD.

8.4 Higher Education.

Specific professional training, initial and continuing, is rightly the responsibility of the professional bodies, but more general preparation for lifelong learning, using a variety of strategies for personal development, needs to start **before** completion of higher education. It is becon g increasingly important that graduates have well developed skills to enable them to manage their own lifetime learning and careers.

8.4.1 Preparation for CPD. More emphasis should be given at university to students planning and recording their own learning, including non-academic learning. This process of planning and recording should then continue throughout their careers. Students should be given an awareness of the need for CPD and of different ways of 'achieving growth', such as networking, and should be given the opportunity to acquire the skills needed for lifetime learning.

Professionals are under increasing pressure and when they are young they must learn to maintain balance between the, sometimes conflicting, demands of their career, family, health, social activities, spiritual growth, self-development, financial management, etc. Higher education should be an opportunity to learn how to achieve **balance** and to develop **self-confidence**.

8.5 Government

This section covers public agencies whose roles are to plug gaps in the 'training and enterprise' infrastructure which fall outside the scope of the other stakeholders.

8.5.1 Guidance. More opportunities are required for adults to receive career guidance and support in their continuing development. This may include access to information, counselling or mentors. 'Business Links' might, for instance be used to improve awareness of, and support for, CPD.

CPD could be costly and some assistance in the form of tax relief, loans, or grants was being sought; particularly by 'peripheral workers' whose terms of employment provide fewer training opportunities.

Many personal qualities were referred to in the previous chapters on 'Outcomes' and 'Conclusions' which are needed to manage one's own career; to adopt the 'Career Development Model'. These qualities make up a daunting list: self-

confidence, independence, flexibility, toughness, etc. The recommendation by the young professionals to others who, like themselves, feel in some way inadequate, is that they really can change themselves and their professional abilities.

'Suddenly I realised I had a lot to offer, when I produced my portfolio. Instead of just feeling in a rut, I started doing something practical about getting out of it'

29 yr. old Psychologist

PROJECT STEERING COMMITTEE

Tony Chaplin (chair)	Consultant in HRD
Steve Boult	Lancashire Constabulary/ Institution of Electrical Engineers
Frances Collinson	Keogh Ritson/ Institute of Personnel and Development
David Cresswell	LAWTEC
Keith Drake	Manchester University
Harry Gray	Education Adviser, TEED
Gary Hewins	British Nuclear Fuels plc
Robert Neale	ICI
Keith Percy	Lancaster University
David Pierce	Employment Department
Sharon Turnbull	Woolworths/Lancaster University
Colin Armitage	ELTEC (until Summer 1994)

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YOUNG PROFESSIONALS PLANNING GROUP

The following were members of the group which planned, and ran, the national conference (section 5.3). As a result of the success of this conference and the enthusiasm shown by, and for, the organisers, contact addresses were requested. These are given below:

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Peter Robinson
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The following organisations actively co-operated in launching the project by circulating selected employees or members. They are far from being an exhaustive list of all the employers or professional bodies represented by the young professionals who participated.

EMPLOYERS

Woolworths
BNFL
Royal Mail
Trafford Park Development Corporation
Royal Life Insurance
Pilkington Glass
Manchester Airport
Greater Manchester Police
James Cropper plc
Pocket Theatre
Johnson and Johnson
Angus Fire Armour
VSEL
Northern Foods

PROFESSIONAL BODIES

Engineering Council
Community Pharmacists (Centre for Pharmacy Postgraduate Education)
Museums Service
Royal Institute of Chartered Surveyors
Nurses
Anglican Clergy
Geological Society
Textile Institute
South Lakeland Tourism Partnership
Institute of Management
Institute of Marketing
Institute of Personnel and Development

THE SURVEYS

This appendix reports on two surveys, with summaries of the independent consultant's reports on them.

IV.1. Introductory Questionnaire

•The first survey was part of the initial stages of the project: recruitment and briefing (section 3.1.3). It used a 10 question document produced, with explanatory notes, as a 16 page booklet. It was given to all potential participants before the briefing seminars and returned some days afterwards. The booklet

- introduced the project and defined terms
- recorded each participants involvement in, and awareness of, CPD
- identified **who** wanted to participate
  what help they would like
  and **how much** they, personally, would do.

IV.1.1. The Sample 154 young professionals decided to participate and returned completed questionnaires. 69% were male and 31% female. The age distribution was:

27 and under	29%
28-33	44%
34-39	27%

There was a wide range of occupations from which the following approximate categorisation was made. 113 (73%) named a professional body with which they were associated and 41 (27%) did not.

- scientists, engineers and technicians 26%
- 'mature' professions (accountants, architects, lawyers, pharmacists, planners, nurses, etc.) 22%
- 'newer' professions (environmental officer, recreation officer, property manager, journalist, buyer, public relations officer, illustrator, university administrator, occupational psychologist and various business consultants) 12%
- management (personnel, production, marketing, retail, etc.) 25%
- sectoral (police, local government, health service, housing etc.) 15%

Four groups stand out as over represented: technologists generally, planners (local government), personnel and training professionals and police personnel (uniformed and civilian).

40% of the sample were in public sector organisations, 57% private sector and 3% self-employed. The larger employer (>100 employees) provided the culture for the overwhelming majority of the sample (87%), with 53% working in organisations employing more than 1000 people. Half of the sample worked for a group of half a dozen, or so, of the larger organisations who had co-operated in the initial recruitment and who are listed in Appendix IV.

IV.1.2. Typical CPD 'Short courses' were the activity most often given as a 'typical example' of CPD; indeed threequarters mentioned 'courses'. Some listed more than one type of activity, with half referring to 'reading' (mainly journals.) Working in groups and in committees was the most listed form of non-instructional, experiential learning.

The overwhelming majority said that CPD was 'very' or 'quite', important to them, When asked how much time they spend on it, 60% referred to periods equivalent to less than 10 days per year as an 'alternative to work' and 63% spend 2 hours or less per week on CPD as an 'alternative to leisure'. It follows that around 40% indicated longer periods!

Regardless of how much time was spent on CPD, or the type of employment, there was a clear tendency to regard CPD as 'not adequate'. The remaining questions were about factors which determined this **level** of CPD activity.

IV.1.3. Motivation Eight possible factors encouraging, or inhibiting, CPD were scored by respondents, of which the following five were the most significant.

Organisational encouragement. The sample included two thirds (66%) who got reasonable, or positive, encouragement from a professional association and a similar proportion (60%) who got positive encouragement from their employer. In these respects it was a comparatively advantaged group of young professionals.

Job prospects. Around 80% linked CPD to job prospects and to job security, with three quarters saying that current economic/job uncertainties made CPD 'even more important'.

Job Satisfaction and Recognition. Two thirds received no accreditation, or formal record of their CPD achievements. 80%, however, said that CPD provided opportunities for increased job satisfaction.

Career development plans. 29% said that they had **no** career development plan and that this inhibited them from undertaking CPD. Only a tiny minority, 12%, had such a plan and the majority in between had little by way of a plan.

IV.1.4. Learning Skills Most (85%) felt they lacked knowledge of opportunities to undertake CPD, though 66% said they 'learnt how to study as part of my initial training (e.g. degree)'. A similar proportion said they knew what learning 'style' suited them.

79% lacked knowledge on recording their CPD and an even higher proportion said that the lack of a person to advise them ('mentor') was inhibiting their CPD. Only 12% had access to someone they felt they could turn to in this way.

IV.1.5. Learning Resources Some eight possible areas were enquired into and it was emphasised that these were separate from **support** (section 4.1.6. below).

Availability Very few of the young professionals said that CPD opportunities were unavailable. Most (73%) also felt they could make time for CPD and 69% said there were (formal) CPD opportunities within travelling distance. 73% said that these opportunities, however, were not very flexible or varied (but only 6% were prepared to label them 'inflexible'.)

Cost Respondents seemed more doubtful about finding money for CPD than finding the time (40% feeling dubious about money, compared to 23% who felt dubious about finding the time).

Quality This question asked about the availability of (formal) CPD opportunities which were of good quality and well integrated. Only 7% felt able to give an unqualified 'yes'. The majority view was less certain and respondents appeared to view opportunities as of only moderate quality and relevance.

Workplace Two questions asked first about 'specific CPD facilities' **at** work and secondly about opportunities to learn **through** work (e.g. by rotating responsibilities or by working with others). 41% responded positively to the first and 57% to the second.

IV.1.6. Support for CPD this question asked the young professionals to say where they got support from (employer, professional body, HE or 'other') and the nature of the support. But first the questionnaire had asked about **employers**:

My employer should provide for all my CPD requirements.

Agree	11%
Disagree	73%
No Response	16%

My employer has a Human Resource Development policy

Yes	50%
No	16%
Don't know	34%

And, for the 50% who said 'yes' to having an HRD policy, they were asked:

Is there a CPD policy within the human resource development policy?
16%

Yes	23%
No	
Don't know*	61%

*includes 30% who did not respond

Young professionals were asked **what proportion** of their needs came from varying sources. The following percentages said 'all' or 'most' from a 4-point scale:

	Employer	Prof. body*	HE✦	Other★
• guidance, information, encouragement to select / obtain suitable CPD activities	18	20	12	10
• access to learning materials (books, journals, open learning resources)	33	10	20	6
• facilitating contact with other young professionals	15	16	17	-

* Not all had this option, as only 73% belonged to a professional body

✦ only 64% had degrees (or Higher Nationals) and only 41% named an HE institution which has 'provided CPD support'.

★ Only 40 respondents (26%) mentioned 'other agencies'.

These answers cross check with an earlier response. The above figures suggest that a total of 60% had 'all' or 'most' of their needs for guidance/ information met. Although the majority of respondents in Section 4.1.4. above said they 'lacked knowledge of opportunities to undertake CPD', with only 15% confident of finding out what existed, a further 38% felt they knew 'most' of what was available - a total of 53%.

Employers, it seemed, were more likely to help with learning resources than to give guidance, information or encouragement. There were two further questions about support from employers:

How much of your CPD was in your employer's time?

all	5%
most	35%
some	42%
none	9%
no response	9%

How much of the cost was paid by your employer?	
all	3%
most	12%
some	32%
none	43%
no response	10%

The responses suggest that these employers were significantly more generous with time than with money.

IV.1.7. Effectiveness of CPD Finally, the young professionals were asked to evaluate what they had done.

> *The activities which you have been referring to were only useful if they resulted in you actually increasing your professional knowledge and/or skills in ways which were relevant to you.* ***Introductory questionnaire***

Where support for CPD had been given, respondents were asked to score it from 1 `most effective' to 4 `least effective'. The percentages of the **total** sample (not of the number responding) are shown in the following table:

	more effective (scores 1 & 2)	less effective (scores 3 & 4)	number responding (from total sample of 154)
• **Employer** supported CPD	56	33	(137)
• **Professional body** support	28	39	(103)
• **Education** support	28	30	(89)
• Support for CPD from **Other Agencies**	12	18	(46)

More had support from their employer than from any of the other organisations and this support was the most likely to be deemed to be 'effective'. 56% (of the total sample of 154) said they had **some** support from their employer and that it was reasonably effective. This compares with the much lower percentage, given in Section 4.1.6. above, who said that **all** or **most** of their CPD needs were met by their employer.

IV.2. Evaluation Questionnaire

A second survey was undertaken in December 1994, some nine months after the first. Just as the first questionnaire had a number of purposes, including the planning of the **development activities**, the second survey had two purposes: evaluation and planning - in this case on **implementing** the development stage

through network activities. (84% of those who responded indicated an interest in attending future events and/or joining a network).

IV.2.1. The Sample All 154 of the original participants, divided into two subsets, were sent the second questionnaire: those who had participated in the development groups and those who had not.

	total participants	number returning second questionnaire	% response rate
• development group subset	46	30*	65
• non-development group subset	108	40	37
• totals	154	70	46

*half of the development group respondents had participated in two, or more groups.

The overall response rate was 46%. Some young professionals had been moved on or left their jobs, but others chose not to reply. This survey, like the first, required personal identification, as the clear purpose was to compare each individual's responses before and after the core activities of the project (mainly those of the development groups and the associated reports).

IV.2.2. Importance of CPD Comparisons between the first and second surveys show changes in both subsets in the same direction; the proportion in each who rated CPD as 'very important' had **fallen**:

CPD	Before		After	
	Development Group	Non-Development Group	Development Group	Non-Development Group
Very important	53	50	40	20
Important	40	40	43	50
Of some importance	7	8	17	30
Unimportant	0	2	0	0

IV.2.3. Commitment to CPD Section 4.1.2. above quotes the percentage doing **least** CPD. These are repeated below, with comparative figures from the second questionnaire:

• Percentage spending **less** than 10 days pa on CPD as an alternative to work	**Before**		**After**	
	Dev	Non-Dev	Dev	Non-Dev
	67	55	70	75

Again, both subsets had moved in the same direction, both with more respondents estimating a **lower level** of CPD activity as an alternative to work. The movement is, therefore, not random though it could be due to the difficulties of classifying, and measuring, CPD. Indeed, this is exactly what the subsequent telephone

interviews confirmed. The project seems to have changed perceptions of the parameters and of the activity they describe.

- Percentage spending 2 hours or **less** per week on CPD a an alternative to leisure

Before		After	
Dev	Non-Dev	Dev	Non-Dev
63	67	60	73

More members of the non-development subset estimated the **lower** level of CPD as an alternative to leisure. About one third of each subset estimated the same amount of time as in the first survey and those members of the development subset who said they were doing less tended to be balanced by others doing more. As a group, they made greater use of 'leisure' time than the non-development subset did. This is more likely to be from force of circumstance than from personal preference.

- Percentage rating the total amount of time spent on CPD as inadequate

Before		After	
Dev	Non-Dev	Dev	Non-Dev
70	53	60	50

The above figures show that both subsets reported a better match, after the project, between the time spent on CPD and their learning needs. The development subset was, and remained, the more likely to be dissatisfied with their commitment of time. It is unclear why respondents to the second questionnaire tended to **reduce** their estimates of how much CPD they did, yet record a better match between this amount and their learning needs; unless both groups had become more effective learners!

IV.2.4 Motivation Three of the most potent factors from the first questionnaire (Section IV.1.3) were repeated:

	Before		After	
	Dev	Non-Dev	Dev	Non-Dev
• **Job Prospects**				
% linking CPD to job security	47	53	67	58
% believing CPD enhanced job prospects	80	90	100	78
• **Job Satisfaction**				
% saying CPD provided significant opportunities for increased job satisfaction	83	78	80	78
• **Career Development Plan**				
% with plan which included CPD	13	15	23	18
% with no plan (and who said this inhibited their CPD)	23	18	13	28

The above factors affecting motivation all changed **positively** for the development subset: they were more likely to link CPD with job prospects and more likely to have a career development plan that included CPD. There was little movement amongst the non development group respondents except that more of them had become dissatisfied with not having a career development plan.

IV.2.5 Learning skills Two questions from the first survey were repeated.

	Before		After	
	Dev	Non-Dev	Dev	Non-Dev
• % who lacked knowledge, in varying amounts, of CPD opportunities or how to find out	93	80	63	70
(% satisfied with their knowledge)	(7)	(20)	(37)	(30)
• % who lacked knowledge, in varying amounts, on how to record their CPD	80	82	63	75
(% satisfied with their recording of CPD)	(20)	(18)	(37)	(25)

In answer to a further, new, question on CPD targets, 57% of the development subset said that they now had targets, compared with only 30% of the others.

More members of both groups had gained in confidence in these learning skills: the most significant improvements being in the development subset with very substantial increases in the percentages 'satisfied'.

IV.2.6 Development activities Five additional questions were directed at the subset who had participated in the project's development groups. They rated their potential for improving their CPD using the following six 'tools' or 'support systems':

Percentages	Increased	Remained the same	Decreased	No response
• self assessment	50	40	0	10
• portfolio building	63	23	0	14
• career development	47	37	0	16
• learning logs	30	44	3	23
• mentoring	10	63	7	20
• networking	47	37	3	13

'Mentoring' was included both as a control, as no development group had tackled this particular 'tool' or 'support' and also because it had emerged as an issue. It is, therefore, reassuring that there was little change.

Has your view of your learning needs changed as a result of your participation in development activities	*Yes**	*60%*
	No	*40%*

*95% of the 'yes' group said that their total needs seemed greater and that the nature of these needs had also changed, involving **more transferable skills**.

IV.2.7 Support for CPD This question was limited, in the second questionnaire, to the provision of **information**, **guidance** and **encouragement** (but specifically excluded the material support, which was the subject of additional questions in the first - much longer - questionnaire). It was not, therefore, a 'before and after' survey, but rather compared the two subsets.

	% receiving **some** support		% receiving the most to stimulate their CPD	
From:	Dev	Non-Dev	Dev	Non-Dev
Employer	83	88	17	35
Professional body	53	70	27	43
Education	27	33	20	10
Other*	30	13	17	5
No response	-	-	19	7
			(100%)	(100%)

* these were mainly described as friends, etc and in no case were official agencies.

The non-development subset recorded consistently higher levels of formal support. the largest proportion in both groups nominated their professional body as 'doing most to stimulate your demand for CPD'. Those who nominated 'education', particularly from the development subset, may have been including the support

given to the project by Lancaster University - **even though at no stage was the project used as a vehicle for promoting its parent institution.**

The section ended with the question:

Do you now secure more support from any of the above organisations than you did before the commencement of the project?

	Dev	Non-Dev
Yes	27	18
No	73	82

The remainder of the 'evaluation' part of the questionnaire asked what proportion of the following CPD needs were now being met - but without seeking to say where from (as in the first questionnaire).

% saying 'all' or 'most' for:	Dev	Non-Dev
• guidance, information, encouragement	27	35
• access to learning materials	33	45
• making contact with other young professionals	17	15

Although the level of satisfaction was quite low, there were on average only about 10% in each category who said they were getting no support. By far the largest number were getting 'some' support - but clearly not enough in the eyes of the participating young professionals.

IV.2.8 Summary The second survey revealed a series of shifts in attitude since the first survey was undertaken. There clearly were factors which had caused both subsets to move in the same direction, if not to the same extent. But the nature of these causes is unclear.

Those who participated in the development groups, the 'development subset', were less likely to get support from a professional body and/or their employer, but were more likely to have changed their attitude or behaviour and to a greater extent.

The changes tend to be very positive, with much emphasis on the need for transferable skills. The development subset, in particular, had gained confidence in a whole range of possibilities. They felt better able to locate appropriate CPD, to record it systematically, plan their careers and to network effectively.

TEED	Training, Enterprise and Education Directorate of the Employment Department
CE	Continuing Education
CPD	Continuing Professional Development
IiP	Investors in People
TEC	Training and Enterprise Council
CPPE	Centre for Pharmacy Postgraduate Education
CV	Curriculum Vitae
CPDA	Continuing Professional Development Award ✦
CETAD	Centre for Education Training and Development
NVQ	National Vocational Qualification
MCI	Management Charter Initiative
CGLI	City and Guilds London Institute ◎
HRD	Human Resource Development
XXEN	Self Development Software (see Appendix I)
SWOT	Strengths Weaknesses Opportunities Threats
HE	Higher Education
IEE	Institution of Electrical Engineers
IPD	Institute of Personnel and Development
LAWTEC	Lancashire Area West Training & Enterprise Council
ELTEC	East Lancashire Training & Enterprise Council

✦ further information on the CPD Award may be obtained from:
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